



Through Our Eyes, Apush Revealed.

Negative tone, bias and emotionally charged words and statements are used in the Evidence Planner

Page numbers are different if you look in the Framework from the page numbers in the planner, even though the concepts and key points are the same.

The tone of the Key Concepts, and the way the concepts are written, force the teacher to find sources that prove the College Board's conclusion. How does this encourage critical thinking when only one side of an issue is being researched?

The following statements are directly from the Evidence Planner of the College Board Framework. We contend that the Framework is socially, politically, racially, and environmentally biased, teaching a negative perspective that is not a true or fair reflection of U.S. History. A perspective that shows U.S. History as shameful, not exceptional.

Page 18: "Many Europeans developed a belief in white superiority to justify their subjugation of Africans and American Indians, using several different rationales."

Page 21: "Spain sought to establish tight control over the process of colonization in the Western Hemisphere and to convert and or exploit the native population."

Page 22: "Unlike Spanish, French, and Dutch colonies, which accepted intermarriage and cross-racial sexual unions with native peoples, (and, in Spain's case, with enslaved Africans), English colonies attracted both males and females who rarely intermarried with either native peoples or Africans, leading to the development of a rigid racial hierarchy"

Page 22: "The abundance of land, a shortage of indentured servants, the lack of an effective means to enslave native peoples, and the growing European demand for colonial goods led to the emergence of the Atlantic slave trade."

Page 22: "Reinforced by a strong belief in British racial and cultural superiority, the British system enslaved black people in perpetuity, altered African gender and kinship relationships in the colonies and was one factor that led the British colonists into violent confrontations with native peoples.

Page 22: Concept B) ".....North Carolina relied on the Cultivation of tobacco, a labor-intensive product based on white indentured servants and African chattel"

Page 23: The colonies along the southernmost Atlantic coast and the British islands in the West Indies took advantage of long growing seasons by using slave labor to develop economies based on staple crops; in some cases, enslaved Africans constituted the majority of the population,”

Page 25: “By supplying American Indian allies with deadlier weapons and alcohol, and by rewarding Indian military actions, Europeans helped increase the intensity and destructiveness of American Indian warfare.”

(There is a dominant theme that American history is the story of identity groups and conflicts, that the Europeans are destructive predators, opportunists, and enslavers of the people)

Page 26: “The Presence of slavery and the impact of colonial wars stimulated the growth of ideas on race in this Atlantic system, leading to the emergence of racial stereotyping and the development of strict racial categories among British Colonialists which contrasted with Spanish and French acceptance of racial gradations.” (Bad American’s, good French and Spanish)

Page 32: “The colonists’ belief in the superiority of republican self-government based on the natural rights of the people found its clearest American expression in Thomas Paine’s Common Sense and in the Declaration of Independence”. (This is the only reference to the Declaration of Independence)

Page 34: “The constitutional framers postponed a solution to the problems of slavery and the slave trade, setting the stage for recurring conflicts over these issues in later years.”

Page 34: “The American Revolution and the ideals set forth in the Declaration of Independence had reverberations in France, Haiti and Latin America inspiring future rebellions.”

Page 40: “Many white Americans in the South asserted their regional identity through pride in the institution of slavery, insisting that the federal government should defend that institution.”

Page 41: “Resistance to initiatives for democracy and inclusion included proslavery arguments, rising xenophobia, anti-black sentiments in political and popular culture, and restrictive anti-Indian policies.” (Note that both Jeffersonian and Jacksonian democracy is omitted, reinforcing the Framework’s consistently negative portrayal of the American founding Principles)

Page 52: “The U.S. sought dominance over the North American continent through a variety of means, including military actions, judicial decisions, and diplomatic efforts.

Page 54: “The idea of Manifest Destiny, which asserted U.S. power in the Western Hemisphere and supported U.S. expansion westward, was built on a belief in white racial superiority and a sense of American cultural superiority and helped to shape the era’s political debates. (Generations of Americans have been taught that Manifest Destiny expressed America’s mission to spread democracy across the continent.” This is clearly a revisionist definition.)

Page 53: “Substantial numbers of new international migrants – who often lived in ethnic communities and retained their religion, language and customs- entered the country prior to the Civil War, giving rise to a major, often violent nativist movement that was strongly anti-Catholic and aimed at limiting immigrants’ cultural influence and political and economic power.”

Page 53: “As the territorial boundaries of the United States expanded and the migrant population (note, doesn’t say immigrant) increased, U.S. government interaction and conflict with Hispanics and

American Indians increased, altering these groups' cultures and ways of life and raising questions about their status and legal rights."

Page 54: "States' rights, nullification, and racist stereotyping provided the foundation for the Southern defense of slavery as a positive good".

Page 55: "Lincoln's election on a free soil platform in the election of 1860 led various Southern leaders to conclude that their states must secede from the Union precipitating civil war"

Page 56: Lincoln's decision to issue the Emancipation Proclamation changed the purpose of the war,....." (These are the only 2 references to Lincoln, no mention of the Gettysburg Address)

Page 57: "The 13th Amendment abolished slavery, bringing about the war's most dramatic social and economic change, but the exploitative and soil intensive sharecropping system endured for several generations." (Emotionally charged word regarding destruction of the land by farmers)

Page 58: "Although citizenship, equal protection of the laws and voting rights were granted to African Americans in the 14th and 15th Amendments, these rights were progressively stripped away through segregation, violence, Supreme Court decisions and local political tactics. "

Page 60: "Following the Civil Warand management structures such as monopolies sought to maximize the exploitation of natural resources and a growing labor force."

Page 61: "As cities grew substantially in both size and in number, some segments of American society enjoyed lives of extravagant "conspicuous consumption," while many others lived in relative poverty.

Page 62: "As leaders of big business and their allies in government aimed"

Page 63: "Government agencies and conservationist organizations contended with corporate interests about the extension of public control over natural resources, including land and water. " (Government and conservationists against business over public control over natural resources.)

Page 63: ".....People's Party, which called for political reform and a stronger governmental role in the American economic system (Government expansion)

Page 63: "Business interests battled conservationists as the latter sought to protect sections of unspoiled wilderness through the establishment of national parks and other conservationist and preservationist measures. ("Greening" of the history, anti-business)

Page 66: "As transcontinental railroads were completed, bringing more settlers west, U.S. Military actions, the destruction of the buffalo, the confinement of American Indians to reservations, and assimilationist policies reduced the number of American Indians and threatened native culture and identity" (The railroad was a major accomplishment, yet it is presented in a totally negative light.)

Page 66: "The competition for land in the West among white settlers, Indians, and Mexican Americans led to an increase in violent conflict". (Identity politics and conflict)

Page 67: "Corruption in government, especially as it related to big business – energized the public to demand increased popular control and reform of local, state, and national governments, ranging from minor changes to major overhauls of the capitalist system." (Bad business, good Government expansion, negative attitude towards capitalism)

Page 67: "Increasingly prominent racist and nativist theories along with Supreme Court decisions such as Plessy v. Ferguson, were used to justify violence, as well as local and national policies of discrimination and segregation." (Inflammatory description portraying American's as racist bigots)

Page 68: "A number of critics challenged the dominant corporate ethic in the United States and sometimes capitalism itself, offering alternate visions of the good society through utopianism and the Social Gospel." (Consistent negative portrayal of capitalism.)

Page 68: "Challenging their prescribed "place," women and African American activists articulated alternative visions of political, social and economic equality." (Identity politics, gender and race baiting, victim mentality, white guilt, white privilege)

Page 71: "Progressives promoted federal legislation to regulate abuses of the economy and the environment and many sought to expand democracy." Government expansion, progressive movement, governing through regulation, not law)

Page 73: ".....increased political and cultural conflict on several fronts: tradition versus innovation, urban versus rural, fundamentalist Christianity versus scientific modernism, management versus labor, native born versus new immigrants, white versus black, and idealism versus disillusionment. ' (Prejudice, racial and cultural conflict)

Page 77: "Although the American Expeditionary Force played a relatively limited role in the war, WilsonC)and select military intervention to promote a vision of international order even while maintaining U.S. Isolationism, which continued to the late 1930's (This is how our contribution to the Allied cause in World War I is portrayed)

Page 79: "Wartime experiences, such as the internment of Japanese Americans, challenges to civil liberties, debates over race and segregation, and the decision to drop the atomic bomb raised questions about American values." (No content on WWII, Nazi oppression, the Holocaust)

Page 80: "The United States sought to "contain" Soviet dominated communism through a variety of measures, including military engagements in Korea and Vietnam." (Two wars in one sentence)

Page 83: " Greater racial justice"

Page 84: "Stirred by a growing awareness of inequalities in American society and by the African American civil rights movement, activists also addressed issues of identity and social justice, such as gender/sexuality and ethnicity."

Page 84: "Activists began to question society's assumptions about gender and to call for social and economic equality for women and for gays and lesbians." (Again, conflict, victim, redress of past injustice)

Page 84: "redress of past injustices".

Page 85: ".....Great Society social programs and policies, and the power of the federal government, yet these unintentionally helped energize a new conservative movement that mobilized to defend

traditional visions of morality and **the proper role of state authority.**" (Government growth, social justice, emergence of entitlement views, anti-conservative bias)

Page 87: "critics began to question the burgeoning use of natural resources"

Page 87: "Responding to **the abuse of natural resources**, and the alarming environmental problems....." (Federal intrusion into State's business, no Constitutional Authority to do so)

Page 93: "President Ronald Reagan, who initially rejected détente with increased defense spending, military action, **and bellicose rhetoric**, later developed a friendly relationship with Soviet leader Mikhail Gorbachev, leading to significant arms reductions by both countries. (What about "take down this wall"?)

Page 93: " **Following the attacks of September 11, 2001, U.S. foreign policy and military involvement focused on a war on terrorism**" no mention of extremist, Muslim, World Trade Center, Pentagon, Shanksville, Pennsylvania).....

Page 95: "The new **migrants** affected U.S. culture in many ways and supplied the economy with an **important labor force**, but they also became the focus of intense political economic and cultural debates." (No mention that these are illegal immigrants, not "migrants".)

Page 95: "Demographic changes intensified debates about **gender roles, family structures, and racial and national identity.** " (Gender roles, racial identity? What about the election of the First Black President? Attorney General Eric Holder, The current administration is full of different races, cultures and genders, yet it is not mentioned)

Thoughts: Why are there no Key Concepts regarding our successes stories, our hero's?

Why are there so few references to state government, as it relates to the Federal Government? When Government is mentioned, typically it is a Federal relationship, not States' sovereignty.

Where are the "terrorists" exposed in this Framework? No Oklahoma City bombing, No World Trade Center bombing, No Boston Bombing.....In fact, our founders are portrayed as the terrorists.

Why is illegal immigration referred to as "migration"?

History is a story to be told, the good, the bad and the ugly. This is a country of greatness, and of less than shining moments. Please encourage the College Board to be historically correct, we have to preserve the past to protect the future.

Thank you for your time.

